

UNIT PLANNER 2009

Topic: Me, Myself and I

Curriculum Area:	Strand:	Level:	Year:	Duration
Health / Social Studies	Relationships with Other People	1	1	5 weeks
Pinehill Key Competencies		Key Concepts		
<ul style="list-style-type: none">○ <u>Risk Takers:</u> Make good choices○ <u>Effective Communicators:</u> Share ideas Recognise and respect different points of view Actively listen○ <u>Socially Aware and Responsible:</u> Act appropriately in different situations		<ul style="list-style-type: none">○ We belong to groups for particular reasons○ When we belong to groups we have special roles, rights and responsibilities○ We know and use the Pinehill Way		
Achievement Objectives:				
<i>A4 – describe themselves in relation to a range of contexts</i>				
<i>C1 – explore and share ideas about relationships with other people</i>				
<i>C2 – demonstrate respect through sharing and co-operation in groups</i>				
<i>C3 – express their own ideas, needs, wants and feelings clearly and listen to those of other people</i>				
Resources:		Vocabulary		
Health and Physical Activity The Curriculum in Action <i>Kotahitanga: Getting on together</i> Social Relationships: Years 1-3 Key Area of Learning: Mental Health		Subject Co-operate Friendship Healthy Playing Working	Academic Communicate Listen Problem solve	

<u>Learning Outcomes:</u>	<u>Learning Activities:</u>	<u>ICT Integration</u>
<p><u>Personal Identity and Self Worth</u></p> <p>Describe myself in relation to the groups within the class and to the whole class</p> <p>Express my ideas and feelings confidently about changes I have experienced and listen sensitively to those of other people</p> <p><u>Enhanced Relationships</u></p> <p>Demonstrate co-operative skills when working and playing with others</p> <p>Explore and share ideas about relationships with friends</p> <p>Speak confidently using “I” statements</p> <p><u>Social Environments</u></p> <p>Help to set and explain behaviour guidelines to contribute to a safe, happy classroom environment</p>	<p><i>Personal Identity and Self Worth</i></p> <p>Feeling Good about Myself pp12-13 See Possible Learning Activities</p> <p>I Belong Belonging to Groups</p> <p>Talking about Myself pp15-16 See Possible Learning Activities</p> <p><i>Enhanced Relationships</i></p> <p>Working Co-operatively pp17-18</p> <p>I Can Communicate pp19-20</p> <p>Friendly Me pp20-21</p> <p><i>Social Environments</i></p> <p>Me and My Class pp22-23</p> <p>A Happy Classroom pp23-24</p>	<p><u>Activity One</u> Using kidpix the children will draw a picture of themselves in a school setting of their choice. Model how to: <ul style="list-style-type: none"> * use the draw function using the pencil only * use the colour palette to change colours * change the thickness of the pencil * rub out * paint pot – how to fill big areas <p>Focus the children into detailed pictures as much as possible. Give themselves arms, legs, neck, head, hair, 2 eyes, mouth, nose, clothes – school uniform?</p> <p>These pictures can be printed and the children can then add their ‘I’ statements to them using Appleworks or vivid on card to create a display to refer to in the classroom.</p> <p>With a parent help the children can read or say their ‘I’ statements into kidpix and create a class slideshow to watch at their leisure or during their personal computer time.</p> <p><u>Activity Two</u> Model the following activity. <ul style="list-style-type: none"> * In pairs using Photo Booth children take a photo of each other. * Then drag and drop the photo into Appleworks * Resize the photo to fit approximately ½ the page * Children to type ‘My name is_____’. * Then type in a statement to contribute to a safe, happy classroom environment * Extra for experts – change the font, size and colour <p>These pictures can once again be printed for display purposes and then be made into a book for an independent reading activity.</p> </p></p>

<u>Assessment and Evaluation</u>	
<p>1. State the degree to which the AO/LO's were achieved. <i>Note significant features of assessment outcomes.</i></p> <p>2. Groupings <i>Special Needs, Enrichment, other specific groups.</i></p> <p>3. Timing <i>Of unit overall and various activities</i></p> <p>4. Resources <i>Type, usage, value</i></p> <p>5. Recommendations</p>	